DOCUMENT RESUME

ED 189 646 CS 205 736

TITLE English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1980 (Vol. 40 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 80

NOTE 17p.: Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Academic Achievement: Annotated Bibliographies: *Doctoral Dissertations: *Educational Research: Elementary Secondary Education: *English Instruction: Higher Education: *Language Arts: Reading Skills: Teaching Methods: Writing Skills

ABSTRACT

This collection of abstracts in part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the effects of second language learning on achievement in English: (2) developmental aspects and effects of variables on prekindergarten, kindergarten, and first grade students' letter recognition and discrimination skills: (3) a kinesthetic method of teaching language arts to immature high-risk first grade students: (4) the use of connectives by fluent and not-so-fluent readers: (5) remedial instruction in cursive handwriting: (6) the language processing characteristics of secondary school students with reading and spelling difficulties: (7) teacher expectations concerning selected language arts competencies of students: (8) achievement and attitudes of students enrolled in a traditional English program and those in an elective program: (9) the relationsbip of the subskills in listening comprehension to the subskills in reading comprehension: (10) school-related causes of and possible remedies to the declining writing and verbal skills of high school students: (11) the relationship between locus-of-control, academic achievement in the areas of English and mathematics, and year-end English and mathematics scores. (FL)

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English Language Arts Skills and Instruction:

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Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

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AN EXAMINATION OF ENGLISH SKILLS PROGRAMS IN NEW JERSEY PUBLIC TWO-YEAR COLLEGES
Order No. 8000834

ANNESE, Carlo, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1979. 301pp. Chairperson: Robert P. Parker

Statement of the Problem

The problem of this study was to examine the state of the art of English skills programs currently in operation in New Jersey public two-year colleges. The study expected to show that the scope and curricula vary from institution to institution.

Procedures and Methodology

Survey data were gathred through the use of two questionnaires and interviews specifically devised to profile English skills programs. The data-gathering devices were utilized on two separate occasions, 1974–1975 and 1977–1978, and a minimum of two on-site visitations were conducted. The initial 1974–1975 survey questionnaire responses were recorded on audio cassette tapes from which transcripts were made. Responses to the 1977–1978 revised questionnaire were written. Each questionnaire focused on fifteen areas concerning the design, operation, scope, goals, and philosophies of the program.

The institutional sample was based upon the five socio-economic divisions found in the State of New Jersey. English skills faculty representing the following institutions were interviewed: Bergen Community College, Ocean County College, Brookdale Community College, Middlesex County College, and Passaic County Community College.

Findings and Conclusions

1. No clear-cut approach to the scope, goals, philosophy, and curricula was being utilized. The five surveyed institutions presented five individual programs, an indication of New Jersey's diverse approach to English skills instruction.
2. No vehicle of communication exists which enables the faculties to exchange ideas, experiences and information concerning English skills programs.
3. While the surveyed institutions purported to have a theoretical base for their programs, little evidence of any formal learning theory was visible.
4. The surveyed institutions did not appear to have a uniform approach in determining program enrollment.
5. The surveyed colleges utilized some form of placement testing in the English skills programs.
6. Instructors did not share a commitment to the English skills program.
7. Only one institution utilizes a counseling component in its program.
8. Instruction in four of the English skills programs was being supplemented by paraprofessionals.
9. Credits awarded for English skills programs varied from institution to institution.
10. All program funding originated from the colleges' general academic budgets.
11. The institutions utilized various curricula approaches.
12. The institutions reported a variety of instructional approaches.
13. The architectural design of the facilities, as well as educational philosophy, dictated the direction of the English skills programs.

Observations and Recommendations for Further Study

Observations

1. A "clearing house" for the sharing of information and experiences dealing with English skills programs should be formed.
2. Foundations of learning theory must be strengthened in the construction of English skills programs.
3. Restrictive limitations based on noninstructional factors should not be a major influence in the determination of program enrollment figures.
4. A need for the standardization of placement and a uniform definition of skills deficiency exists.

Recommendations

1. Further research is needed to determine which instructional approach, if any, provides the optimal teaching format.
2. More research is needed to determine differences in degree of commitment between the full-time instructor and the adjunct instructor.
3. Additional research is indicated concerning the need and utilization of counseling components in the operation of English skills programs.
4. Research should be conducted to determine the role and efficacy of non-professional personnel.
5. There is a clear need for further research into the awarding of credit, both institutional and transfer, for the completion of English skills courses.
6. Further research is needed to evaluate, explore and update materials and methodologies for English skills students.
7. It would be beneficial if future surveys were to examine the qualifications, educational backgrounds and related experiences of the English skills faculty.
8. A further study of the surveyed English skills program should be conducted after a period of time to reassess the status of public two-year college English skills programs.

A SUMMATIVE EVALUATION OF A JUNIOR HIGH SCHOOL COMMUNICATION ARTS PROGRAM Order No. 8013698

BARNHART, LEONA MAE WIEST, PH.D. *Michigan State University*, 1979. 236pp.

Purpose. The purpose of this study was to do a summative evaluation of the Communication Arts Pilot (CAP) program at Traverse City (Michigan) Junior High School. Specifically, the purpose was to determine the effect of the program on the reading and associated abilities of students who were in grades seven to nine, 1972-78. The CAP program was introduced by the Communication Arts Department of the Traverse City Junior High School.

Answers were sought to these questions: (1) Was there a difference between the effect of a new program (CAP) and the program it replaced, as measured by selected standardized tests? Four reading and associated ability areas were analyzed: reading comprehension, vocabulary, spelling, and language. (2) Was the effect of CAP the same for all groups who participated in the program? (3) Did the program have the same effect on students of all reading abilities?

CAP was described as a mastery learning type program with two major components: reading and writing. Students are pre- and posttested on reading and writing skills.

Procedure. Samples for the study were selected from the sixth grade classes of 1970, 1971, 1972, 1973, and 1974. Each sample became one group in the study, except Sample 2 (1971) which became Groups 2 and 6.

Assignment to CAP or non-CAP for Groups 2 and 6 was random. The other groups were CAP (Groups 2, 3, 4, and 5) or non-CAP (Group 1) dependent only on the year the student began seventh grade English.

Tests administered at five different grade levels were used in the study: Stanford Achievement Intermediate II (sixth grade), Gates-MacGinite Reading Test (seventh and ninth grades), and National Educational Developmental Test (tenth grade).

The large design framework of the study was similar to Design 15, the Recurrent Institutional Cycle Design (Campbell, 1963, p. 57-61). Two factors allowed for the use of stronger designs when appropriate with their more powerful statistics: (1) Random assignment of Groups 2 and 6, treatment and control. (2) Naturally occurring X. Campbell and Stanley (1963) Designs 4, 6, and 10 were used.

Statistics used, where appropriate, were the t-test, analysis of variance, and analysis of covariance. Regression lines were used to indicate trends.

Conclusions. Research Question 1: There was no statistically significance, as measured by standardized tests, between the effect of CAP on the reading and associated abilities of students and the effect had by the program it replaced.

Research Question 2: There was a statistically significant difference between the effect of CAP, as measured by standardized test, on the different groups who participated in the program.

CAP appeared to be the most effective with Group 3, the second group to participate in CAP and the first to have CAP for two years.

Research Question 3: CAP did not have a differential effect for students of varying abilities. The regression lines were positive. The trend was linear.

Summary. Whether CAP should be continued, discontinued, or modified would depend on the goals of the school district. CAP is doing as well as the program it replaced, as measured by standardized tests. It does appear to be influencing a decline in the effectiveness of reading comprehension, as measured by standardized tests. CAP does not appear to be influential in changing the relative performance level of students.

AN INVESTIGATION INTO THE EFFECTS OF SECOND LANGUAGE LEARNING ON ACHIEVEMENT IN ENGLISH

Order No. 8012077

BASTIAN, TERRY R., PH.D. *University of Idaho*, 1979. 82pp. Major Professor: Judith D. George

The purpose of this study was: (a) to determine the effect of two or more years of high school foreign language instruction on achievement in English, and (b) to determine if there were any male/female differences in English achievement between students who had studied at least two years of a foreign language and those who had not. The subjects of the study were 238 randomly selected college bound students who represented the graduating classes of 1979 of the three public high schools located in Boise, Idaho.

The data that were collected from the subjects' permanent records included their: (1) Foreign language/no foreign language status. (2) Male/female status. (3) Percentile score on the English usage section of the American College Testing Program (ACT). (4) Percentile score on the English usage section of the Metropolitan Achievement Test, Advanced Form J, (MAT). (5) Percentile score on the *Otis-Lennon Mental Ability Test*. (6) Cumulative high school grade point average (GPA). The ACT English Usage Test was used in the study as the criterion or dependent variable, while the English section of the MAT was used as the measure of the subjects' achievement in English prior to the foreign language experience. The Otis-Lennon Mental Ability Test was used as an indication of the subject's IQ. The subject's IQ and GPA were used in combination to represent the student's scholastic aptitude.

Analysis of covariance was used for testing achievement difference in English between the foreign language and no foreign language groups, and between the male/female groups with pretreatment English achievement and scholastic aptitude as covariates. The data were also tested for an interaction effect of male/female status with foreign language/no foreign language status. The significance of the analyses is presented by showing the probability levels which resulted from testing the two hypotheses.

Results. The results of the study warranted three conclusions with respect to the population studied and within the limits imposed by the design of the study. They were: (1) Two or more years of high school foreign language study had a significant positive effect on the subjects' achievement in English. A statistical comparison of English scores showed that the foreign language group performed at a significantly higher level ($P < .001$) than did the no foreign language group, when initial differences in pretreatment English achievement and scholastic aptitude were controlled. (2) Girls performed at a significantly higher level ($P \leq .049$) on the English achievement test than did the boys of the study, when initial differences in pretreatment English achievement and scholastic aptitude were controlled. (3) No significant interaction of foreign language status with male/female status was shown in the analyses.

EFFECTS OF ORGANIZING FEATURES IN AUDIOTAPE INSTRUCTION AS RELATED TO VERBAL-ABILITY LEVELS

BRILL, JAMES SAMUEL, ED.D. *University of Southern California*, 1980.

Purpose. To determine whether the addition of organizing features, i.e., advance organizer and adjunct questions, to the content of expository verbal audiotape material would result in greater comprehension by experimental subjects and to examine interrelationships existing between such comprehension and different levels of verbal ability of the subjects.

Procedure. Using a posttest 4 x 2 factorial control group design, ninety-six high school junior and senior level students were divided on the basis of scores on a standardized verbal ability test into high and low ability groupings and randomly assigned to a total of eight classifications of twelve subjects each. These groups were presented with one of four audiotape instructional treatments: (1) AO-advance organizer plus narrative; (2) EQ-narrative with ten interspersed adjunct questions; (3) AOEQ-advance organizer plus narrative with ten interspersed adjunct questions; (4) NOF-narrative tape only. Narrative content consisted of a 1700-word selection from a college level anthropology text. Immediately following treatment and again one week later the groups were given a 30-item multiple-choice criterion test. Since absences created unequal numbers, treatment groups were reduced through random deletion to twenty subjects each, ten subjects per subgroup, for a total sample of 80. Posttests data were analyzed using both two-way and one-way analysis of variance. Significant F statistic results were analyzed by the Tukey method of multiple comparisons.

Selected Findings. Two-way analysis of variance of immediate posttest scores indicated a significant main effect for high versus low ability level ($F = 41.2$, $df = 1/72$, $p < .001$). This supported the assumption that verbal ability obtained through print materials was applicable to aural verbal materials. No other significant effects were found. Two-way analysis of variance of delayed posttest scores also showed a significant main effect for high versus low verbal ability ($F = 25.97$, $df = 1/72$, $p < .001$). The main effect for treatments was also significant ($F = 3.02$, $df = 3/72$, $p < .05$). Tukey method multiple comparisons of treatment means showed a significant difference ($\alpha = .05$) between the superior EQ treatment and the AOEQ treatment means. The EQ treatment mean was also higher, but not significantly, than the other treatment means. There were no significant interaction effects. One-way analysis of variance of high verbal ability subgroups delayed posttest scores showed no significant effects. Analysis of variance of low verbal ability subgroups delayed posttest scores yield a significant effect ($F = 3.80$, $df = 3/36$, $p < .025$). Tukey multiple comparisons between treatment means showed a significant difference between the EQ and AOEQ low verbal ability subgroup means ($\alpha = .025$). The EQ low verbal ability subgroup mean exceeded the NOF subgroup mean but not significantly.

Selected Conclusions. Based on statistical analysis, the major hypotheses of the investigation were not supported, i.e., organizing feature treatments were not significantly superior to the nonorganizing feature treatment. Strong trends appearing within the data suggested that the use of adjunct questions interspersed into audiotaped narrative content appeared to have substantial, though not significant, positive effects upon the comprehension of content material, particularly for the low verbal ability subjects. The advance organizer produced no positive results.

Selected Recommendations. Further investigation is recommended to substantiate positive effects from the use of experimental questions to increase the comprehension and retention of audiotaped materials and to define more clearly the parameters for such use with subjects of different abilities. The use of advance organizers to facilitate meaningful aural learning needs further systematic study to develop clear, easily understandable operational definitions for such use.

THE RELATIONSHIP BETWEEN THE READING COMPREHENSION ABILITY OF SEVENTH AND EIGHTH GRADE SUBJECTS AND THE SYNTACTIC COMPLEXITY OF THEIR WRITTEN LANGUAGE

Order No. 8005238

BUSHNER, DIANE ELIZABETH, ED.D. *Boston University School of Education*, 1979. 233pp. Major Professor: Thomas E. Culliton, Jr.

This study, which examined the relationship between the reading comprehension ability of seventh and eighth grade students and the syntactic complexity of their writing performance, was interested not only in the difference between subjects who displayed good or poor reading comprehension ability and the syntactic complexity of their writing performance; but also in the difference between literal and inferential comprehension abilities of subjects and the syntactic complexity of their writing.

Subjects for this study were 60 seventh graders and 60 eighth graders from two urban schools in the greater Boston area. In May, 1978, data for each subject were collected in five class sessions by the classroom teacher.

Reading comprehension was measured by a subtest of the *Stanford Diagnostic Reading Test (SDRT)*, brown level, form A. Additional reading data were collected from pairs of passages which were specially constructed to vary syntactically at the fourth, eighth, and twelfth grade levels. Each subject over two days read four syntactic passages and answered the literal and inferential multiple choice questions.

Writing samples were collected on two days from films "Glass" (McGraw-Hill, 1966) was shown to stimulate an expository writing response and "A Chairy Tale" (International Film Bureau, 1957) was shown to stimulate narrative writing.

The writing samples were scored to yield a tally of the number of words written, words per T-unit, and words per clause. The reading comprehension subtest of the *SDRT* was scored according to test directions providing a total score, a literal and inferential score. The syntactic passages were designed likewise to yield a total score, a literal and an inferential score.

Analyses of variance were used to answer questions about the differences among the subjects, correlation techniques were applied to the reading and writing data, and a two way analysis of variance with repeated measures was used to analyze the syntactic passages and reading ability of the subjects.

Based on the above statistical measures the following conclusions were found: (1) Statistically significant differences between seventh and eighth graders were found in total reading, literal reading, inferential reading, words written, and words per T-unit. (2) Statistically significant differences were found among superior, average, and inferior readers in total reading, literal reading, inferential reading, words written, words per T-unit, and words per clause. (3) Statistically significant differences were found between subjects with the same ability level in literal as inferential reading versus subjects with higher ability in literal than inferential reading in total reading, inferential reading, and words per T-unit at the .01 level; while words written and words per clause were significant at the .05 level. (4) Other than inferential reading, no differences were consistently found among superior, average, and inferior readers and subjects with the same ability level in literal as inferential reading versus subjects with higher literal than inferential reading. (5) High correlations were found among the subtests of the *SDRT*, moderate correlations were found among the reading factors of the syntactic passages, and moderate correlations were found among the reading and writing factors compared. (6) A statistically significant variance was found among the difficulty level of the passages and the reading levels of the subjects. (7) No statistically significant interaction was found between the syntactic complexity of the passages and the reading levels of the subjects.

A STUDY OF THE EFFECTS OF A PREKINDERGARTEN PROGRAM ON FIRST AND SECOND GRADE ACHIEVEMENT

Order No. 8010725

FORT, IENTHA JOSEPHINE, D.ED. *Saint Louis University*, 1979. 39pp.

This study was designed to explore the relationship between the achievement test scores of students at the end of first and second grade and their attendance or nonattendance of a prekindergarten program. Prekindergarten students were involved in an experimental program. The achievement measures employed were reading, mathematics, language, spelling and total battery scores of the California Achievement Test. Twenty-seven students who had attended prekindergarten and twenty-seven similar children who had not attended prekindergarten were tested at the end of the first and second grades.

Significant differences in reading, language and spelling were found at the first grade level and in reading, language, and total battery at the second grade level. All differences favored the nonprekindergarten group.

The results suggest the need for close study of the exact nature of programs having differential effects rather than mere temporal duration.

DEVELOPMENTAL ASPECTS AND EFFECTS OF VARIABLES ON PREKINDERGARTEN, KINDERGARTEN AND FIRST GRADE LETTER RECOGNITION AND DISCRIMINATION SKILLS

Order No. 8007669

GENTILCORE, EILEEN MARIE, ED.D. *Hofstra University*, 1979. 163pp.

The purpose of this study was two-fold. The first purpose was to ascertain whether a developmental hierarchal pattern became evident by analyzing the recorded performance of prekindergarteners, kindergarteners and first graders on letter matching, naming and dictation tasks. The second purpose of the study was to determine if perfonnance was affected by the indentifiable variables of sex, educational level, I.Q., Nursery School experience, library card possession, and watching Sesame Street.

The Peabody Picture Vocabulary was administered to all subjects to ascertain an intelligence range; the Keystone Telebinocular, established if subjects exhibited any visual deficiencies. Upper and lower case alphabet tasks were administered to measure the performance of prekindergarten, kindergarten and first grade children, on letter matching, naming and dictation tasks.

The 250 subjects of this study included the total kindergarten and first grade population of two Elementary Schools in Syosset Central School District, Syosset, New York, and prekindergarten 4 and 5 year old children in the district whose parents responded to an invitational letter. Syosset is an upper middle class suburban community with a school population of 7,000. Due to weather conditions the study continued over a two month period instead of a three week period as originally designed.

The following hypotheses were tested and reported using an analysis of variance. Significance was established at the .01 level of confidence using a one-tail test.

Hypotheses One, Two and Three: There will be no significant differences among the prekindergarten, kindergarten and first grade children and boys and girls separately on the letter matching tasks; on letter naming tasks; and on letter dictation tasks.

Hypotheses Four, Five and Six: There will be no significant differences on letter matching, naming and dictation tasks within the prekindergarten group; within the kindergarten group; and within the first grade group.

Hypothesis Seven: There will be no significant differences between those children of low intelligence (below 112) and high intelligence (above 112) on letter matching, naming and dictation tasks.

Hypotheses Eight, Nine and Ten: There will be no significant difference in matching, naming and dictation tasks among children who have viewed Sesame Street, attended Nursery School and have a public library card; who have two of these three experiences; who have one of these three experiences.

Highly significant differences were found, rejecting the null hypotheses, which clearly indicate the progression of difficulty between tasks at specific education levels. However, no significant differences were found when sex was considered separately on the matching and naming tasks, but highly significant differences were found on the dictation tasks. These significant results clearly imply that there is a hierarchal pattern of abilities among prekindergarteners, kindergarteners and first graders, which affects performance on matching, naming and dictation alphabet tasks.

Hypotheses eight, nine and ten were upheld. No significant differences were found among children who had none, one, two or three of the experiences stated.

It was hoped that this study would provide insight into the possible existence of a developmental hierarchal pattern of abilities in performance on letter recognition and discrimination tasks of matching, naming and dictation, as well as to provide insights into early childhood development which could be used to develop curriculum.

A KINESTHETIC METHOD OF TEACHING LANGUAGE ARTS TO IMMATURE HIGH-RISK FIRST GRADE CHILDREN

Order No. 8003305

GRANT, MARIE, ED.D. *Northern Illinois University*, 1979. 87pp. Director: Frank W. Lanning

The purpose of this study was to examine the effectiveness of a kinesthetic method of teaching language skills to a group of immature high-risk first graders. It focused on the question: Does the use of a kinesthetic method of instruction in the first grade make a significant difference in the language skills of children by the fourth grade?

The sample population used in this study was drawn from families of middle to upper middle socio-economic class in a midwestern town with a population of 25,000. The experimental group of twenty-two children was selected from a population of ninety first graders. In this study, these children were identified as high-risk students by their kindergarten teacher's response to a questionnaire (Appendix A). A control group of twenty-two children was selected from the remaining population of sixty-eight first graders by use of a matching procedure and a random procedure.

The method used to teach language skills consisted of an alternate multi-sensory approach using visual, auditory, and tactile stimulation. This method has four steps. The first language skill taught to the experimental group was cursive writing. After the children had mastered the formation and the joining of all letters, spelling and phonics were introduced. The last step of this kinesthetic method was the teaching of reading to the children. This method was based on the following thesis: auditory and visual perception, auditory and visual sequencing, auditory and visual memory, and eye-hand coordination are essential for language development.

The data was analyzed through the use of the *t* test. The differences between the experimental and control groups by the fourth grade were generally in the negative hypothesized direction; however, only the area of word meaning was found to have a significant statistical difference. The statistical difference in spelling was found to be marginal. The areas of paragraph meaning, word study skills, and language usage were found not to be significantly different. Nevertheless, the comparison of the means of the experimental and control groups confirmed that greater gains in achievement were made by the experimental group. By grade four the experimental group mean scores in all areas except language usage were above the scores of the control group.

A follow-up study might be made to determine whether the experimental group improved significantly in grades five to eight. Further investigaion should be made of the effects of the kinesthetic method of teaching language arts skills to first graders. Inasmuch as the population of this study was small, a larger population should be gathered for further analysis. Further investigation should be made in the area of methods of teaching language arts skills to first graders. Perhaps this study needs to be replicated using a larger population and different socio-economic groups.

THE USE OF CONNECTIVES BY FLUENT AND NOT-SO-FLUENT READERS

Order No. 8006817

HENDERSON, ILONA, ED.D. *Columbia University Teachers College*, 1979. 203pp. Sponsor: Professor Clifford A. Hill

The purpose of the current study has been to explore the ways in which fluent and not-so-fluent readers who were freshman at a four-year urban college functioned vis-á-vis connectives. An instrument, the Connectives Competence Test, was designed to explore the two groups' differences in control over the use of various connectives. The test was composed of two major subtests: a receptive subtest which measured the students' competence in the use of connectives through the use of a selective cloze procedure requiring students to restore deleted connectives, and a productive subtest, a writing task requiring students to generate sentences from the connectives used on the receptive subtest. Each major mode of testing was further divided on the basis of connectives functioning structurally, within sentence boundaries or cohesively, across sentence boundaries. Hence, a total of four subtests were developed. A questionnaire was administered to provide additional information about the students.

The population included 120 freshmen in their second semester of college. Students were assigned to the fluent or not-so-fluent readers groups on the basis of membership in special programs, either programs built on interdisciplinary content and remedial courses in the case of the not-so-fluent readers, or accelerated preprofessional programs in the case of the fluent readers. In addition, scores from California Achievement Test in Reading (Level 19, Form C), administered by the college for placement purposes, were also used.

The four subtests of the Connectives Competence Test were administered in two 50-minute sessions. A pilot study had been conducted with a matched group to determine the amount of time needed to complete the individual subtests as well as to determine the general feasibility of the study.

Results from a 2x2x2x4 repeated measures design indicate significant differences for 12 of 15 main and interaction effects of the four variables--reading ability, mode of testing, function of connective, relation of connective--included in the analysis. To determine the exact nature of the differences reported in the significant interactions, Scheffe's technique for pairwise comparisons was carried out. In addition, data obtained from the questionnaire indicate significant differences between these two reading ability groups on dimensions other than reading.

The results of the study indicate that there are significant differences between the ways in which fluent and not-so-fluent readers restore deleted connectives to text and produced sentences using these same connectives. Significant differences were also found when considering variables such as the type of relation expressed by connective (additive, adversative, causal, temporal) and function (structural, cohesive) served by the connective.

Specifically findings suggest that readers require explicit markers expressing additive and adversative relations in text more than those expressing casual and temporal relations; that connectives, at least for fluent readers, may serve a more useful function when they are used in text cohesively than when they are used structurally; and that fluent readers have significantly greater control over the use of connectives used to relate information across sentence boundaries, a principal way of achieving textual cohesion, whereas not-so-fluent readers appear to be less constrained by semantic and syntactic cues, processing sequentially rather than psycholinguistically.

Analysis of errors in the use of connectives generated by not-so-fluent readers identify four categories of connective misuse: lack of semantic closure, lack of syntactic closure, hypercompensation, and problems of register control. The implications of the study for reading and writing suggest that use of connectives and the relationships they signal in text be expressly taught to the not-so-fluent reader population.

A COMPARISON OF REMEDIAL TREATMENTS FOR CURSIVE HANDWRITING IN FOURTH GRADE STUDENTS

Order No. 8012168

JACKSON, KAREN ORSAK, PH.D. *Texas Woman's University*, 1979. 240pp.

One hundred and three fourth grade boys and girls participated in a study to investigate four methods of cursive handwriting instruction. Groups were rated by two independent raters on slant, uniformity, formation, spacing and general excellence as poor, average or excellent writers. Poor and average writers received one of four taped methods of relaxation-suggestion, traditional, a combined method, and relaxation without suggestions. Two pretests, eight training trials and one posttest were administered. The K-sample Binomial Test of equal proportions and post hoc multiple comparisons in sample proportions for tests of homogeneity were used to analyze the data. Significant differences were found among the methods on 4 of the 5 characteristics among poor writers. For poor writers, the highest proportions of improvement were noted using any one of three methods. Highest proportions were reported in the combined method group. Significant differences were found on 2 of the five characteristics for average writers. On Spacing average writers improved with 3 methods, while on general excellence, improvements were noted on 2 methods.

A DESCRIPTION OF LANGUAGE PROCESSING CHARACTERISTICS OF SELECTED SECONDARY STUDENTS WITH READING AND SPELLING DIFFICULTIES

Order No. 8013019

JOHNSON, IMOGENE TEMPLE, ED.D. *Oklahoma State University*, 1979. 89pp.

Scope and Method of Study. This study examined the intellectual characteristics, reading achievement grade scores, oral reading error patterns, spelling efficiency percentage and spelling error patterns of selected, intellectually able secondary subjects who had already been identified as being severely reading and spelling disabled. The primary purpose of this study was to identify and describe language processing characteristics of twenty-six subjects thirteen to nineteen years of age. Each subject was individually examined by the investigator using the *Wechsler Intelligence Scale for Children-Revised* or the *Wechsler Adult Intelligence Scale*, the Vocabulary subtest of the *Gates-MacGinitie Reading Tests*, the Paragraph Comprehension of *The Nelson Reading Test*, Grades 3-9, *The*

Gray Oral Reading Test, and the *Slosson Oral Reading Test*. A percentage of sight recognition vocabulary correctly spelled was obtained by dictating to each subject the words correctly pronounced on the *Slosson Oral Reading Test*. From this written spelling test, spelling errors were analyzed and categorized according to Boder's three error type classifications. Subject's *Wechsler Intelligence Scales* were grouped into categories of fifteen or more points discrepancy between the Verbal IQ and Performance IQ or less than fifteen points discrepancy between the two scales.

Findings and Conclusions. The full scale IQ range for the group was from 94 to 120 with the mean IQ being 104. Ten subjects had fifteen or more points discrepancy between the Verbal Scale IQ and the Performance Scale IQ with nine of these having larger Performance Scale IQ's. There was not a single Wechsler Verbal IQ-Performance IQ pattern that would predict severe reading and/or spelling difficulties. There was some evidence of a tendency toward significant reading difficulties when the Performance IQ was fifteen points or more higher than Verbal IQ. The mean estimated reading expectancy grade score was 10.2. Silent reading vocabulary grade score mean was 5.5; silent reading paragraph comprehension grade score mean was 5.1; word recognition vocabulary grade score mean was 6.2 and oral reading grade score mean was 3.8. Ten subjects were unable to spell fifty percent of their reading grade level sight recognition vocabulary. Each subject's spelling error were classified as dysphonetic, dyseidetic or mixed dysphonetic-dyseidetic. Misspelling classifications produced three distinct, almost equal groups with nine subjects dysphonetic; eight dyseidetic and nine mixed dysphonetic-dyseidetic.

COLLEGE ENGLISH PERFORMANCE OF ADVANCED PLACEMENT ENGLISH ALUMNI COMPARED TO SIMILAR NON-ADVANCED PLACEMENT ALUMNI Order No. 8002868

KANDY, DIANA K., ED.D. *The University of Florida*, 1979. 212pp. Chairman: Dr. Vincent McGuire

The purpose of this study was to determine the effectiveness of the Advanced Placement English Program in Polk County, Florida, in terms of the AP alumni's success in college English courses, in receiving college credit for AP English, and in exempting specific freshman college English courses. In addition, the students' personal evaluations along with the AP English teachers' comments were sought.

Data were gathered on the 412 AP English alumni from the nine high schools which had offered AP English from 1975 to 1978. Simultaneously, a comparison group was selected on the basis of class rank, English background, and SAT verbal subscores. Both groups were sent questionnaires to complement the information collected from school records. Two t-tests were run on the first college English course grades of each group in order to test the null hypothesis which stated that there would be no significant difference between the academic performance of Advanced Placement English students in their first college English course and the performance of a group of academically equated students who did not participate in AP English. The tests showed no significant difference at the .01 or .05 levels; therefore, the null hypothesis was accepted.

Of the AP respondents, 38.2 percent had received college credit based on the AP examination, and 39.6 percent had been exempted from one or more freshman English courses. The grades in the college English courses they did take were 36.7 percent "A's" and 45.3 percent "B's."

Former AP students specified that the course helped them most in writing compositions, interpreting literature, developing good study habits, and gaining self-confidence. The AP English teachers' perceptions of the course were similar to those of the students. Both groups recommended retention and expansion of the AP Program.

The findings of this study indicated that the Advanced Placement English Program is succeeding in its objectives for academically talented students in Polk County by preparing them to do well in college English courses, teaching superior language arts and study skills, and encouraging positive attitudes toward English.

The following recommendations for improvement of the AP Program in Polk County grew out of this study: (1) The teaching load of AP instructors should be reduced to four classes per day. (2) Students should be invited to join the AP class based on teacher recommendations, but the final decision should be made by the student. (3) Sequential honors English courses should be established throughout high school. (4) Advanced Placement English classes should be limited to the number of qualified students interested, with a maximum of twenty. (5) Library materials should be ordered to supplement classroom books. (6) Advanced Placement English should continue to stress composition, analytical thinking, interpretation of literature, reading, vocabulary, and grammar. (7) Advanced Placement courses should be added in other subjects according to the needs and interests of the students as well as the availability of competent, willing teachers at each school. (8) A county policy should be established concerning the weighting of grades in advanced academic subjects, so that students are not penalized in class standings by taking difficult courses. (9) Students should be encouraged to take the AP examinations given by the College Board. (10) County-wide meetings should be set up to facilitate communication among those involved in the AP Program. (11) Faculty and parent meetings should acquaint the staff and community with the purposes and accomplishments of the Advanced Placement Program.

AGE AND SEX DIFFERENCES IN CAUSAL ATTRIBUTIONS FOR MATH AND ENGLISH IN ADOLESCENTS Order No. 8009071

KESSEL, LOUISE JOYCE, PH.D. *University of Illinois at Urbana-Champaign*, 1979. 138pp.

Age and sex changes in the causal attributions for math and English achievement were examined for two concerns: academic achievement in general and personal experience of success and failure. The prime focus was on age and sex differences in the concepts of ability and effort, with secondary interest in luck, task difficulty, and teacher *versus* independence attributions. Students' perceptions of the sex-role stereotyping of math and English were examined, and students were asked to rate their academic standing in math and English and to account for their achievements in these subjects. The subjects were 352 sixth and tenth graders from two rural and urban counties in Illinois, balanced for age and sex. The students were administered a battery of questionnaires in which pairs of contrasting attributions for academic achievement were compared, using a 5-point, forced-choice bipolar scale. Statistical analyses were based on a 2 x 2 x 2 analysis of variance design, the three main effects being grade (sixth, tenth), subject matter (math, English), and sex.

Results support previous findings that there are developmental changes in the use of ability and effort attributions, tenth graders making more ability and less effort attributions than sixth graders ($p < .001$). Results on sex differences indicated that although boys and girls did not differ in their use of ability and effort in explaining academic achievement in general, in the tenth grade they differed markedly in the way they used these attributions to explain their own achievement. In the tenth grade, boys and girls were found to differ significantly ($p < .001$), primarily due to the notable increase in the use of ability and decrease in the use of effort attributions among the boys but not the girls. In the sixth grade no significant sex differences were found. Surprisingly, no main effects were found for the failure condition. An examination of the effect of subject matter (math *versus* English) on ability and effort attributions indicated that the most interesting finding was the significant sex x subject matter interaction for effort ($p < .05$), girls using more effort attributions than boys to explain their success in math ($p < .001$), but not in English. No such interaction was found for ability. In general, girls exceeded boys in their use of luck attributions for both success and failure ($p < .05$). Students perceived math as more sex-appropriate for males and English as more sex-appropriate for females ($p < .001$), although there was no replication of the main effect for grade reported by Stein and Smithells (1969).

Results were examined in the light of current research on the development of sex differences in attributions, and the importance of sex-role stereotyping in the development and maintenance of causal attributions was emphasized. Implications for further research and for application to the classroom were discussed, with special focus on the issue of sex differences in math achievement.

EXPECTATIONS OF SIXTH AND SEVENTH GRADE TEACHERS CONCERNING SELECTED LANGUAGE ARTS COMPETENCIES OF STUDENTS Order No. 8011789

KORTMEYER, GLORIA FLORENCE CRABTREE, PH.D. *University of Minnesota*, 1979. 161pp. Adviser: Robert Dykstra

This study originated from a concern for the lack of articulation in the language arts curriculum between sixth and seventh grade. The purpose of the research was to investigate the extent to which sixth-grade teachers and junior high school seventh-grade teachers differ in their expectations concerning the language arts competencies of students who had completed sixth grade and to determine whether there were significant differences which might affect articulation between the two designated grades.

A questionnaire covering the major areas of language arts skills was developed through consultation with six authorities having expertise in divergent areas of language arts; through inspection of language arts textbooks for sixth and seventh grades; by examination of various types of

ranking scales, and through a pilot study. The resulting limited response survey questionnaire was sent to 230 sixth-grade and seventh-grade teachers in four community classifications in Minnesota (Inner City, Other Urban, Suburban and Small Town). Of the total sample of teachers, 210 or 91 percent responded.

The teachers were categorized by grade taught, years of teaching experience and community classification. The statistical design selected was the analysis of variance (ANOVA) which led to the statement of two major research questions to be tested: (1) To what extent do elementary sixth-grade teachers differ in the expectations of language arts competence they hold for students who have completed sixth grade? (2) If different expectations of language arts competence do exist, to what extent are they related to the factors of length of teaching experience and type of community in which a school is located?

The results indicated there were significant differences in language arts competency expectancies between the teachers of sixth and seventh-grade language arts with sixth grade teachers indicating consistently higher expectations than seventh grade teacher. There were patterns of high and low expectancies for both grades. The traditional skill areas (writing and reading) showed higher expectations were held for them than for creative, comprehensive types of activities such as dramatics, play production, or choric speech. Few differences or interactions resulted in the areas of years of teaching experience or community classification.

Since the findings indicated higher expectations from sixth-grade teachers, the implication appears to be that articulation should be no major problem. Is the difficulty then a problem of administration and communication and not a problem of teacher expectations? It would seem important to develop better understanding, closer working relationships and exchange of information among teachers of different grade levels within and among schools; among teachers and curriculum specialists or coordinators within and among schools; and among teachers, curriculum specialists or coordinators, and administrators within school systems

THE EFFECTS OF A TEACHER-DESIGNED LANGUAGE ARTS PROGRAM ON KINDERGARTEN CHILDREN: A COMPAPATIVE STUDY

Order No. 8004555

MAJORS, ELIZABETH SPURLOCK, ED.D. *The University of Alabama*, 1979. 150pp.

The problem in the study was to investigate whether kindergarten children who participated in a teacher-designed language arts program made greater gains on the *Metropolitan Readiness Tests* than did children who did not participate.

Subproblems investigated in the study were whether there was a difference in the effectiveness of the language arts program for black children and white children, for boys and girls, for children younger than the average and those older than the average, and for those who scored below the pretest mean and those who scored above.

The population of the study included two Title I kindergarten classes in a rural, south Alabama town. Both classes contained 23 heterogeneously grouped children, a classroom teacher, and a part-time aide. The classes were housed in separate buildings.

The teacher of the experimental group was provided seven two-hour training sessions petaining to the philosophy and implementation of the "Write to Read" language arts program, designed by the investigator. Immediately following the training sessions, the teacher instituted the program for 12 weeks.

The language arts program included such activities as the voluntary use of an art center stocked with felt pens and paper, creating pictures and designs from their experiences and imagination, dictating short stories about their pictures or designs with the teacher printing the stories directly onto the pictures, copying the stories, and "practicing" words from the picture stories to develop sight vocabularies.

The *Metropolitan Readiness Tests* were used as a pre- and posttest measure of achievement. Pretests were administered to the experimental and content groups on March 1 and 2, 1978. The posttest was administered on May 23 and 24, 1978.

A *t* test performed on the pretest scores of the control and experimental groups indicated that the achievement of the two groups was statistically significantly different initially, with the difference being in favor of the control group. An analysis of covariance, using pretest scores as a covariant, was applied. The results of the analysis of the adjusted posttest means indicated a significant difference in favor of the experimental group. These results were verified through the application of the Lindquist Type I analysis. The treatment, participation in the language arts program, seemed to have positively affected children's achievement scores.

Pre- and posttest scores for the children in the experimental groups also were analyzed using a covariant analysis, when necessary, and a Lindquist Type I design. There were no statistically significant differences in gains in the scores for the children when they were subgrouped and compared by race (black/white), sex (boy/girl), age (younger than the average/older than the average), and performance (scores below the mean/socres above the mean).

Two major conclusions drawn were: (1) Participation in the "Write to Read" language arts program positively affected kindergarten children's performances. However, the effects could not be isolated for: the training period provided the teacher; for individual attention devoted to the children; for individual attention devoted to the children; and for "novel" activities in the program. Consequently, a judgment cannot be made as to which component or components of the program contributed to the differences in performance. (2) The language arts program seemed to have a similar effect on all children who participate in it. Therefore, it may be a viable program for children of different races, both boys and girls, younger and older children, and lower and higher performers.

Recommendations included that classroom teachers be appriased of the positive results obtained in this study and that interested teachers be provided inservice in using the program. It was recommended also that research of this type be continued in an effort to identify effective ways of teaching young children. Specific recommendations are made for further study.

AN EVALUATION OF ACHIEVEMENT AND ATTITUDES OF STUDENTS ENROLLED IN A TRADITIONAL ENGLISH PROGRAM AND THOSE IN AN ELECTIVE ONE

MANTEL, EDWARD WILLIAM, ED.D. *University of Southern California*, 1979. Chairman: William Georgiades

Purpose. The purpose of the study was to find the differences in attitude and English achievement between Department of Defense Dependents Schools, Europe (DODDSEUR) seniors in traditional English programs and those in elective programs.

Methodology. The study used a quasi-experimental posttest only design. The control group consisted of 143 seniors from the three DODDSEUR schools with traditional English programs. The experimental group consisted of 140 seniors from three high schools with elective English programs that were similar in socioeconomic status to the traditional schools. The programs at the various schools were described. The essential differences between the two programs was the right of students to choose their classes. Three instruments were used: a questionnaire, the Purdue Scale to Measure Attitude Toward Any School Subject, and the Cooperative English Tests.

The independent variables were treatment (elective or traditional English), whether one parent spoke English as a second language, sex, and socioeconomic status. The dependent variables were attitude, vocabulary, reading comprehension, English expression, and total English. The data were analyzed using two factorial designs. One was a three-way analysis of variance that checked for the interaction of treatment, sex, and socioeconomic status (SES) on the five dependent variables. The other was a two-way analysis of variance that checked for the effect of treatment and whether or not a parent spoke English on the five dependent variables. The level of significance for the *F* ratio was set at .05.

Findings. Significant mean differences in scores were found in the following two instances: (1) Between those enrolled in an elective English program and those in a traditional program in all five dependent variables. Students in the elective programs had higher scores. (2) Between students with one parent who spoke English as a second language enrolled in an elective English program and those in a traditional one on all five dependent variables. Students in the elective programs had higher scores. The differences in the vocabulary score in the last instance were attributed to both treatment and membership in the group, a parent with English as a second language.

Conclusions. (1) Students who choose their English classes have more positive attitudes towards English than those who are assigned courses. (2) Student achievement appears to be positively influenced when students are permitted to choose their own classes. (3) Permitting students to choose their English classes does not differentially affect the attitude or achievement of any of the following groups of students: females, males, high SES, low SES, females with high SES, females with low SES, males with high SES, males with low SES. (4) Students with a parent who speaks English as a second language appear to have more positive attitudes and greater achievement in English when permitted to choose their own English classes.

Recommendations. DODDSEUR should retain its elective English programs if the criterion for change is achievement in English. Further research should be conducted to explore other factors affecting English achievement. A longitudinal study of the elective English program should be made.

THE EFFECTS OF NORM SPEAKING RATE AND TIME-COMPRESSED RATE IN AUDIO TAPED MATERIAL UPON THE LISTENING COMPREHENSION AND RETENTION OF COLLEGE STUDENTS

Order No. 8003590

MILLER, JAMES PHILLIP, ED.D. *Oklahoma State University*, 1979. 131pp.

Scope of Study. This dissertation investigated the effects of norm speaking rate and time-compressed rate in audio taped material upon the comprehension and retention of college students. The problem considered was: Can the time-compression of audio taped material in conjunction with a stabilized speaking rate save presentation time without altering comprehension and retention? Also, can presentation rate of audio taped material be altered to reduce optimal listening time? A sub-purpose of the study was to determine a "norm" speaking rate for the Oklahoma area. Fifty-three students representing three sections of CIED 3122 were tested for listening comprehension of audio tapes presented at differing rates. The presentation rates were: 100 per cent compression, or normal speaking rate for the Oklahoma area; 125 per cent compression; and 140 per cent compression. The order of presentaton of the audio tapes used in the listening comprehension study was determined by the "Latin Square" arrangement. Immediately following the three listening passages, subjects were administered an investigator designed listening comprehension examination, one examination for each listening passage. The listening retention test--a composite of the three listening comprehension examinations--was administered one week later. Due to absentees, only 47 students participated in the retention portion of the study. Subject test scores on the two listening examinations were used in computing the analysis of variance and the "eta" test for statistical significance found in the results of this study. Baseline data for establishing a "norm" speaking rate for the Oklahoma area was determined by a sub-test using 22 faculty members of the College of Education at Oklahoma State University. Each sub-test subject read for recording a 300 word listening passage. The passage was read twice and an average speaking rate in words per minute was established.

Findings and Conclusions. No significant differences were found between rate of presentation of audio taped material presentation rate and listening comprehension and retention of college students. The "eta" test for statistical significance indicated that only four per cent of the variance of comprehension test scores and five per cent of the variance of retention test scores was accounted for by the rate of presentation. This indicated that students can be presented audio taped material at rates up to 225 words per minute without suffering appreciable losses in comprehension and retention. Analysis of data of the sub-test subjects resulted in establishing a norm speaking rate for the Oklahoma area at 169 words per minute.

THE NEW YORK STATE ELEMENTARY AND SECONDARY ENGLISH SYLLABUS: ITS INCEPTION AND DEVELOPMENT TO 1972

Order No. 7926202

MUNJAL, Ish N., Ed.D. State University of New York at Buffalo, 1979. 455pp.

The Problem

The major purpose of the study was to trace the origin and development of the New York State Elementary and Secondary English syllabus to 1972. Specific aims were: (1) to reconstruct, in a chronological order of events, the historical past of this present tradition of the State's participation in issuing the English syllabi, and (2) to identify the objectives, and scope and sequence of the English syllabi.

The Procedure

The investigation was conducted through the historical research method. The primary sources consulted for assembling the data were: the New York State Regents' Reports, Reports of the Department of Public Instruction, Reports of the Education Department, Reports of the Syllabus Committees, published and unpublished State syllabi and supplements, and published and unpublished letters, reports, correspondence, and memoranda of the State Education Department. Secondary sources included books on the history of education in the State and studies and surveys relevant to the problem.

The Findings

The system of a State syllabus for the elementary grades evolved from conditions existing in the ungraded common schools of New York in the late 1880's. The initiative in writing a graded course of study was taken by some concerned county commissioners, and in 1895, the responsibility was transferred to the State Superintendent of Public Instruction. The main reason for such a provision was to give order and balance to instruction.

Until 1905, there was no unified syllabus in English, only the separately listed branches of Reading, Writing, Spelling and Language. By 1940, the focus shifted from drill to activities due to the emergent child-study movement, and the English guides became child-centered and more flexible in content and methods. Reading, Writing, Language and Literature remained the constant components of elementary English.

The movement in the establishment of a State syllabus for secondary schools grew out of a necessity for some uniformity of standard to serve as a fair basis of distributing the State funds to schools. Thus, in 1864, the Regents preliminary examinations were instituted. The success of this testing measure in raising the standard of instruction prompted its extension, in 1877, to the secondary branches. The Regents assumed the responsibility of issuing a summary statement in the required studies, and in 1880, the first syllabus was issued as an adjunct to the State examinations.

Before 1895, the subject of English language and literature was outlined in terms of branches. The campaign for a consecutive and extensive study of the vernacular established a graded four year course. The emphasis was on literary information and on an acquaintance with the principles of grammar and rhetoric. Beginning from 1934, the emphasis shifted toward socialization and individualization of instruction, and the curriculum prescription gave way to selection. Reading, Literature, Library Instruction, Oral English, Composition, Grammar and Spelling formed the major components of English study.

The English syllabus of the sixties presented an articulated sequential program, running from Kindergarten through Grade 12, with major concentration on communication and learning the tools of inquiry in the areas of Reading, Composition, Listening and Speaking, Literature and Language.

Up to the year 1910, the syllabus was revised as a matter of policy. Afterwards the revisions were undertaken to update the guides in accordance with the changing educational viewpoints. From 1880 to 1972, the committee method, the cooperative approach, and the modified curriculum approach were used successively in formulating the syllabi. For the past century, the issuance of a State syllabus has been a continuous activity. The purpose of the English syllabus has changed from a prescriptive outline to a suggestive curriculum framework.

THE RELATIONSHIP OF THE SUBSKILLS IN LISTENING COMPREHENSION TO THE SUBSKILLS IN READING COMPREHENSION

Order No. 8001571

NEAL, Christina Maude, Ph.D. Michigan State University, 1979. 105pp.

In addition to the research on the relationship of listening to reading and on the development of models of reading comprehension, in depth research on reading comprehension was done by Davis and others. Davis believed that he had confirmed the independent existence of comprehension skills by his factor analytic studies.

Although some research was done to confirm the existence of listening comprehension as a general ability, little research has been done to determine if component skills within listening comprehension could be confirmed, the next question would focus on the correlation of the identified listening comprehen-

sion skills to the reading comprehension skills which were identified in past research.

This study was designed to identify the operational skills which pupils employ when engaged in the reading comprehension act and in the listening comprehension act. The study also investigated the pupils' use of operational skills in the listening act whose identity corresponded in nature to the operational skills employed by pupils engaged in the reading act. Factor analysis was used to establish the existence of operational skills for the listening comprehension act. It was originally hoped that correlations between operational skills used in listening comprehension and the ones used in reading comprehension could be computed. However, it could not be determined as a result of low loadings on the factor analysis.

Using the top and the bottom twenty-fifth percentile as a designation of poor and of good readers, an item by item comparison determined if differences in pupil performance existed between those pupils scoring in various ranges on the Iowa Test of Basic Skills--Reading subtest.

Independent operational skills employed by pupils engaged in the listening comprehension act were not identified for the population of this study. However, pupil performances on both the reading and the listening tests indicated that differences in performance were distinguishable on various types of comprehension questions by differing ability groups of pupils. After comparing pupil performances in three ability ranges, a hierarchy of comprehension skills was indicated, suggesting that detail questions were low on the hierarchy and that organization and evaluation questions were high on the hierarchy.

TEACHING PARENTS TO TEACH THEIR CHILDREN TO PRINT; THE EFFECTS OF AN INSTRUCTIONAL PACKAGE

Order No. 8005521

PETRIE, PATRICIA ANN, PH.D. *The University of Arizona*, 1979. 64pp. Director: T. R. Kratochwill

This study evaluated the effectiveness of a behavioral instructional package to teach parents how to teach their children an academic task (printing). The parents were instructed in the use of the instructional package containing these components: modelling (physical and verbal), positive feedback, corrective feedback, and general verbal reinforcement. The parents then utilized these techniques in teaching their children how to print the upper-case alphabet letters.

Three children, aged four and five years, and their mothers participated in the study. These children were chosen from the population seen by a pediatrician in private practice. Baseline and intervention phases were conducted in the pediatrician's office.

A multiple-baseline (across subjects) design was used. Baseline data were collected on two dependent variables, namely the parents' teaching behaviors and the children's printing responses. The parents were trained, at the office site, until they attained criterion and then the teaching continued at home.

This movement from the training setting to the home provided a measure of generalization of parent teaching behaviors across settings. The parents were also required to teach their children another academic task (making numerals) and a non-academic task (specific to each child). This teaching provided a measure of generalization of parent skills to use in teaching another academic task and a non-academic task. To assess maintenance across time, follow-up measures were taken, on both dependent variables, at 2-week and 4-week intervals.

As one measure of social validation, the parents completed a questionnaire on which they responded to statements concerning the relevance of the parent training program. Another social validation measure was obtained by having four adults, blind to the purpose of this study, evaluate and rank order printing samples of the three children in the study. The samples were taken from the baseline, intervention, and home teaching phases.

All of the parents showed great improvements over baseline performance of the target teaching behaviors. Two of the children, after intervention, demonstrated an increase over the number of criterion letters printed during baseline teaching sessions. The third child also showed an improvement after parent intervention but the baseline data for this child indicated that the printing skills were improving prior to any intervention. The parent teaching skills generalized very well to the home setting; they also generalized across tasks to use in teaching another academic skill; for two of the three parents the teaching skills generalized to use in teaching the non-academic task. The 2-week and 4-week follow-up measures demonstrated that the parents maintained their teaching behaviors at a high rate and the children had maintained their printing skills.

On the questionnaire the parents strongly agreed that the task (printing) was a meaningful one, that their children's printing had improved because of participation in the program, and that the teaching skills they had learned would be useful in teaching other tasks. The ratings given to the children's printing indicated an improvement across each of the stages of the study.

These results indicate that parents can learn specific instructional skills and can use them to teach their children the skill of printing. The results also indicate that such skills can be taught in a training setting and can be generalized to the home setting.

SCHOOL-RELATED CAUSES OF AND POSSIBLE REMEDIES TO THE DECLINING WRITING AND VERBAL SKILLS OF HIGH SCHOOL STUDENTS: A NATIONAL SURVEY OF HIGH SCHOOL ENGLISH TEACHERS

Order No. 8011244

SARGENT, NANCY FISCHER, ED.D. *University of South Carolina*, 1979. 168pp.

This study surveyed 579 experienced English teachers in all 50 states to determine if they perceived a decline in verbal and writing skills of non-white and white students; what might be the reasons for such declines; and what possible remedies or strategies could eliminate such perceived decline.

A total of 579 questionnaires were sent to a proportionate stratified random sample of high school English chairpersons across the United States. The chairpersons chose an experienced English teacher to answer the questionnaire. The questionnaire had two major divisions: statements proposing causes for language and writing skills deficiencies, and statements proposing ways to improve language and writing skills. Each of these two major divisions contained the four areas within the schools most closely connected with causes and remedies: the students, the teachers, the curriculum and the administrators.

The teacher was also asked to indicate on a checklist if he or she felt that white and non-white students had successfully mastered 34 specific language and writing skills.

The total number of teachers responding was 376, a 65% return. The data from the questionnaire were placed on computer forms. An SAS computer program was selected for statistical analysis of the data. Mean scores from all of the subsections of the questionnaire were computed and ranked from highest mean scores to the lowest mean scores in the four areas of the cause categories (students, teachers, curriculum, and administrators) as well as the same four areas within the remedy categories.

Results of the skills mastery checklist showed that teachers perceived white students' mastery of language and writing skills to be significantly greater than that of non-white students.

The two highest ranked statements of cause for non-white and white students were that (1) students are entering high school with weaker backgrounds than they were five years ago, and (2) students are less inclined to study and do homework.

The two highest ranked remedy statements were that (1) teachers need to set and adhere to fair and challenging minimum academic standards, especially for electives, and (2) students should accept more responsibility and be held accountable for their own decisions.

As a result of this study several recommendations were made that may possibly reverse the trend in declining language arts and verbal skills achievement of high school students. (1) Ways should be sought for teachers to set and adhere to fair and challenging minimum academic standards--possibly through inservice training focusing on performance-based instructional design. (2) Since students should accept more responsibility and be held accountable for their own decisions, guidance counselors at the elementary and middle-school levels should conduct sessions to develop student awareness and decision-making skills; and counselors at the high school level should provide professional and vocational aptitude testing with appropriate counseling along with career planning sessions. (3) Teachers should place more emphasis on teaching basic language and writing skills. (4) Teachers and administrators should support each other in enforcing daily classroom attendance. (5) Ways should be considered to relieve teachers and/or administrators of time-consuming non-academic paperwork and duties--possibly through the use of additional clerical aides. (6) Principals need to spend more time on improving the instructional program--possibly through the assistance of curriculum and/or instructional specialists. (7) Teachers should engage in more pre-writing exercises and (8) Curricula should specify and clearly define school goals and objectives.

THE ANALYSIS OF CONTENT-TECHNICAL VOCABULARY FOR PRONUNCIATION AND MEANING BY STUDENTS IN GRADES SIX THROUGH NINE

Order No. 8005262

SAVAGE, RONALD CHARLES, ED.D. *Boston University School of Education*, 1979. 202pp. Major Professor: Thomas E. Culliton, Jr.

Overview. This study was undertaken in order to investigate the analysis of content-technical vocabulary for pronunciation and meaning by students in grades six through nine. A total of ninety-six students, twenty-four per grade level, were divided into "above average," "average," and "below average" readers based upon their comprehension grade equivalent scores for the *California Achievement Test--Reading* (*Cat--Reading*).

Students were then administered the *Woodcock Mastery Tests* for grade equivalent scores in the following areas: "word identification," "word attack," and "word comprehension." Lastly, students were individually administered a series of ten passages containing a content-technical word. Students were asked to analyze the content-technical word for pronunciation and meaning and were individually scored for their: (1) Methods of pronunciation analysis. (2) Methods of meaning analysis. (3) Process-ordering of "internal" and "external" word analysis skills.

Results. (1) Correct pronunciation analysis of content-technical word does not necessarily insure a corresponding correctness in meaning analysis. (2) Correct meaning analysis of a content-technical word does not necessarily insure corresponding correctness in pronunciation analysis. (3) *Above Average Readers* prefer a multi-attack method focusing on external word analysis first and internal word analysis second. (4) *Average Readers* tend to analyze content-technical words for internal clues first and external clues second. (5) *Below Average Readers* rely too heavily on internal phonic analysis clues; tend to substitute word pronunciations; and rarely search beyond the immediate parameters of the content-technical word for contextual meaning information.

These results were viewed as being important in that: (1) Middle and junior high school teachers need to show the students how to independently analyze the content-technical vocabulary in their particular subject areas. (2) *Average* and *Below Average Readers* in grades six through nine need instruction in the multi-attack methods of analyzing content-technical vocabulary. (3) The "internal" clues of phonic analysis and structural analysis are important in unlocking content-technical words for pronunciation and meaning.

It is hoped that the findings of this investigation will help middle and junior high school teachers assist their students in the analysis of content-technical vocabulary.

THE EFFECTS OF KINDERGARTEN LISTENING COMPREHENSION TRAINING ON FIRST GRADE READINESS AND FIRST GRADE ACHIEVEMENT

Order No. 8011494

TURNER, ELIZABETH JANE ALEXANDER, PH.D. *Mississippi State University*, 1979. 56pp. Director: Avis J. Ruthven

The problem was to investigate the effects of kindergarten listening comprehension training on three measures: listening comprehension skill, first grade readiness, and achievement at the end of first grade. This problem was derived from the language arts model and subsequent research (Artley, 1950). Proponents of the model have described the development of language arts skills as a hierarchy with listening as the most basic skill, followed by speaking, reading, and writing, in that order. The skills have been assumed to be sequential, interrelated, and teachable.

The subjects of the study were 66 kindergarten pupils enrolled in a public school system in west Alabama. The kindergarten classes were part of a Title I, ESEA, pilot program. Pupils had been selected for kindergarten classes on the basis of family income, with low-income families receiving priority. An ongoing Title III project designed to investigate other aspects of listening comprehension and first grade readiness gave the experimenter access to the three kindergarten classes in this study. Each of the classes contained 22 pupils. There were 35 females and 31 males; there were 35 black pupils and 31 white pupils.

The three kindergarten classes had been randomly assigned to treatment conditions (two experimental, one control). Prior to treatment, pupils were tested for initial listening comprehension skill and first grade readiness. Following 4 months of treatment, posttest measures of listening comprehension skill and first grade readiness were taken. At the end of pupils' first grade year, pupils were tested for first grade achievement. Instruments used were: Assessment of Children's Language Comprehension (Foster, Gidden, & Stark, 1973); Metropolitan Readiness Tests; and California Achievement Tests, 1970 Edition, Reading Battery.

Experimental group 1 (Tapes) received a minimum of 60 listening comprehension lessons over the 4 month treatment period. Instructional materials were prepared and developed by the teacher and local staff, under the direction of the Title III project consultant. Experimental group 2, Pre-Reading Skills (PRS), received a minimum of five weekly lessons in listening comprehension. Instructional materials were taken from the Pre-Reading Skills Kit (Encyclopedia Britannica, 1974). The control group received the traditional kindergarten program.

Sex and race of pupils were built into the design in an attempt to control extraneous variance. Pretest measures of both listening comprehension and first grade readiness were used as covariables.

Multivariate analysis of covariance was used. In addition, means contrasts were computed for first grade readiness.

Multivariate analysis indicated significant treatment differences, $F(2, 37) = 5.07$, $p < .001$, on the vectors of dependent variables (hypothesis 1). Univariate analyses of covariance of the three dependent variables indicated a significant treatment effect only in first grade readiness, $F(2, 37) = 15.52$, $p < .001$. Means contrasts for first grade readiness showed that the PRS group scored significantly higher, $F(1, 37) = 7.41$, $p < .01$, than the control group, and significantly higher, $F(1, 37) = 30.05$, $p < .001$, than the Tapes group. The control group scored significantly higher, $F(1, 37) = 7.11$, $p < .05$, than the Tapes group.

The second hypothesis--no significant interactions among sex, race, and treatment--was also rejected. A significant interaction, $F(2, 37) = 2.71$, $p < .05$, was found between race and treatment.

These results were related to the language arts model. It was concluded that results partially supported the model and that the PRS Kit appeared to be a valuable tool for enhancing first grade readiness. Recommendations for application and future research on listening comprehension training were discussed.

STUDENT ACHIEVEMENT AND ATTITUDES DURING SUBJECT/VERB AGREEMENT UNITS TAUGHT IN COLLEGE ENGLISH CLASSES WHEN FLANDERS INTERACTION ANALYSIS IS USED AS A TRAINING VARIABLE

Order No. 8003188

VANNATTA, BILLY WAYNE, PH.D. *Texas A&M University*, 1979. 81pp. Chairman: Dr. Glenn Johnson

The purpose of this investigation was to determine if training in Flanders Interaction Analysis (FIA) would affect student achievement and student attitudes in college English classes where subject/verb agreement was the topic of study. Furthermore, the study was designed to examine if students taught by instructors trained in FIA vis-à-vis an expert trainer would have significantly different achievement and attitudes from those students taught by instructors trained in FIA by means of a self-paced modality.

Three teaching assistants participated in the study, each having two sections of students. One teaching assistant was randomly selected to receive FIA training vis-à-vis an expert trainer, one teaching assistant was randomly selected to receive FIA training by means of a self-paced module, and one teaching assistant was randomly selected to receive no FIA training. Thus two experimental groups and an active control group, totalling 123 students, were involved in the research.

Five instruments were used to collect data: the teaching assistants' recording of FIA, a 26-item, four-option objective test over FIA, an attitude inventory administered to the teaching assistants over the FIA training program, a 30-item, four-option objective test over the subject/verb agreement unit of study, and an attitude inventory over the subject/verb agreement unit of study.

Simple arithmetical procedures were employed to analyze the data collected from the teaching assistants trained in FIA. The teaching assistant trained in FIA by the self-paced module had a lower coefficient of interobserver reliability, had a lower score on the FIA achievement test, and had a lower mean on the attitude inventory than did the teaching assistant trained in FIA vis-à-vis an expert trainer. The findings suggest that a greater knowledge about FIA content can be gained by vis-à-vis training rather than by a self-paced modality.

An analysis of covariance was used to analyze the student data on achievement. ACT verbal scores and pretest scores were used as covariates with the posttest scores. An analysis of variance was used to analyze the student data on attitudes. The null hypothesis concerning student achievement failed to be rejected at the .05 level. The eleven-item attitude inventory was analyzed item by item. The null hypothesis concerning student attitudes failed to be rejected at the .05 level for nine of the eleven items. On the value of the subject/verb agreement unit of study and on the amount of exposure to the content of the subject/verb agreement unit of study in previous courses, significant differences were found among groups. But an omega square calculated for each of the two items indicated that only

a small percent (3.2 and 3.5, respectively) of the variance would be attributed to the independent variable.

It was concluded that there was no significant differences among groups of students on achievement of subject/verb agreement. In addition, it was concluded that there was no significant differences among groups of students on attitudes toward the subject/verb agreement unit of study.

The following recommendations were made: (1) further studies should be conducted with a larger number of teaching assistants trained in FIA by a self-paced modality and a vis-á-vis modality so that the effectiveness of vis-á-vis training in FIA could be compared to the effectiveness of the self-paced modality of FIA training, (2) this study should be replicated in college level English classes using areas of content other than subject/verb agreement, and (3) this study should be replicated in other non-science areas of study.

THE RELATIONSHIP BETWEEN LOCUS-OF-CONTROL, ACADEMIC ACHIEVEMENT IN THE AREAS OF ENGLISH AND MATHEMATICS AND YEAR-END ENGLISH AND MATHEMATICS GRADES Order No. 8002280

VAUGHN, Barbara Ellen, Ed.D. University of South Carolina, 1979. 86pp.

The purpose of this study was to determine the relationship between locus of control, and academic achievement in the areas of English and Mathematics, as well as the relationship between locus of control and year-end English and mathematics grades. The relationships were also examined for differences with respect to sex. The Pearson Product-Moment correlation was employed to determine the significance between the variables. This study resulted in locus of control showing a correlation with achievement in both English and mathematics. It also revealed that males have the highest correlation in this area. There was no statistically significant correlation between locus of control and mathematics grades for either males or females. There was a slight correlation between locus of control and English grades.

A PSYCHOLINGUISTIC DESCRIPTION OF THE READING AND WRITING BEHAVIOR OF A SELECTED GROUP OF FIVE YEAR OLD CHILDREN Order No. 8007206

WISEMAN, DONNA LOUISE, PH.D. *University of Missouri - Columbia*, 1979. 213pp. Supervisors: Dr. Richard Robinson and Dr. Dorothy Watson

This study investigated the reading and writing behaviors of 5 year old children. The comprehensive analysis included 10 young children who demonstrated divergent ability levels of these language behaviors. The children were selected from local, cooperating day care centers and professional referrals. These children were identified as efficient readers (i.e. those reading unfamiliar continuous print) and initial readers (i.e. those not able to read unfamiliar continuous print).

Data were collected during three or four 30 minute sessions on consecutive days in which the children completed 11 tasks. The tasks included drawing, forming letters and numbers and writing their names when applicable, being read to, reacting to print in a book, reading if applicable, and answering questions about reading and writing. Four of the tasks ascertained the children's knowledge of books as well as reading ability. Two interviews were conducted to determine children's attitudes as well as reading and writing concepts. The *Peabody Picture Vocabulary Test* was administered to all subjects and yielded a verbal intelligence score. Parental attitudes, developmental background of the children, and home environment were investigated through interview and survey procedures.

The data collected during the 11 tasks were analyzed and categorized in order to psycholinguistically describe the children's reading and writing behaviors. Questions were designed to determine the prevalence of writing activities among the young children in this study. The answers to these questions described specific behaviors of young children engaging in beginning reading and writing activities. Additional data were obtained from the miscue analyses of efficient readers. The data revealed the importance of modeling reading behavior and availability of books on beginning reading behavior. The ability of children to acquire reading and writing behaviors before formal instruction was noted. While miscue analysis indicated these early readers utilized all three language systems (i.e. syntactic, semantic, and graphophonemic), it was concluded they did so less effectively than more experienced readers. The present study suggests that young readers bring a developing sound system to the reading task. The young readers were capable of utilizing graphic cues within the total context of language.

Suggestions for classroom instruction and future research were offered by the author as well as directions for implementation.

THE EFFECTS OF ARTICULATORY DISORDERS UPON THE SPELLING ABILITY OF THIRD, FOURTH, AND FIFTH GRADE CHILDREN Order No. 8004660

WOODBURN, ROBERT JAMES, ED.D. *University of Virginia*, 1979. 85pp.

Problem. The purpose of this study was to determine if articulatory defects affected the spelling strategies used by third, fourth, and fifth grade children.

Methodology. A list of twelve words was administered to twenty children with articulatory defects. The same list was administered to twenty other children of comparable age, I.Q., grade level, and reading level. These matched students had no determinable articulation disorders. A test for auditory discrimination was also administered to these twenty students to determine if there was a significant difference between the two pairs.

Results and Conclusions. The results of this study indicate that auditory discrimination does not influence spelling achievement. Further, this study indicated that the speech defective children misspelled words significantly more than did their counterparts in the area of Deviant but not as to raw scores or the targeted sounds.

The conclusions drawn from this study are that the speech defective child places less confidence on his ability as a speller. He further spells words as he speaks them and thus experiences more frequent errors than does the non-defective student. However, as he becomes older and is constantly subjected to more models who properly pronounce words, he should make the proper adjustments in pronunciation and thus, his spelling ability. Teachers must realize this and encourage the speech defective child in order to help maintain and strengthen his self confidence, ego, morale, and amount of felt fluency. Through her understanding, help, and influence, the teacher can do much to add the proper strengths to these weaknesses.

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